

## Instructional Plan

Teacher	School	Subject/Course	Grade	Class Length
Shawna Moore	Sylvester Middle School	English Language Arts & Social Studies	8th	110 minutes
<b>Topic/Lesson Title</b> Similies/Metaphors and Analogies Using Constitutional Issues				

### DESIRED RESULTS

Content Standards/GLEs/District Curriculum Expectations

#### Washington State Learning Standards—Learning Goals

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems

#### Learning Targets/Lesson Objectives

- Content Objective: I can understand the meaning and purpose of similes, metaphors, and analogies.
- Language Objective: I can create a simile, a metaphor, and an analogy related to a constitutional issue.

### BACKGROUND INFORMATION

<b>Resources Used To Develop Lesson</b> <ul style="list-style-type: none"> <li>• Constitutional issue (e.g., environmental, pro-choice, health care)</li> <li>• Bill of Rights</li> <li>• Amendments</li> </ul>	<b>Interdisciplinary Connections</b> <ul style="list-style-type: none"> <li>• Reading strategies (non-fiction, primary and secondary sources)</li> <li>• Writing strategies (persuasive writing, citing work, leads, conclusions)</li> <li>• Communications (expressing point of view)</li> <li>• Social studies (researching, analyzing informational text)</li> </ul>
<b>Assessment Of Prior Learning</b> <ul style="list-style-type: none"> <li>• Compare and contrast assignments</li> <li>• Constitutional issues work</li> <li>• Bill of Rights/Amendments assessments</li> </ul>	<b>Materials/Equipment/Tools</b> <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> <li>• Constitutional issues</li> </ul>

## FORMATIVE AND SUMMATIVE ASSESSMENT

### Formative Assessment

1. Will assess through guided groups:
  - A's – I have no idea of concept/can you re-teach
  - B's – I have questions/can you clarify for me
  - C's – I got it/I can work independently
2. Wrap-up: Five minute check-in (3 x 5 exit cards)—  
Three fill-in-the-blank prompts:
  - What I found easy to understand today was ...
  - What I found difficult to understand or do ...
  - What I hope for Monday ...

### Summative Assessment

1. After independent work, students will have created a simile, a metaphor, and an analogy.
2. Students will encompass these structures in their constitutional issue research papers.

## LESSON PLAN

### Lesson Overview

1. Entry Task: Review of similes and metaphors.
2. Introduction to analogies and discussion of examples (chart).
3. Think-pair-share.
4. Share out.
5. Guided groups.
6. Independent work time.
7. Share out.
8. Chart.

### Teacher Tasks

1. Entry Task: Review what simile and metaphors are—go through several examples.
2. Teach what an analogy is and engage students in discussing several examples of analogies (chart).
3. Ask students to use think-pair-share with a partner to create their own analogies to add to the list.
4. Invite students to share out.
5. Engage students in guided groups (checking for understanding).
6. Independent work time: Each student creates her or his own simile, metaphor, and analogy for the constitutional issue research paper.
7. Invite students to share out.
8. Chart students' responses.

### Student Tasks

1. Charting
2. Take notes
3. Think-pair-share
4. Share out
5. Actively participate in guided groups
6. Independent work
7. Share out